

# Meeting 2 - Title IA Improving Programs

## SWRSD Parent Advisory Committee Meeting

October 28, 2024, immediately after Meeting 1



**Zoom Link:** <https://us06web.zoom.us/j/85126890118>

**Meeting ID:** 851 2689 0118

**Phone Dial In:** 1 719 359 4580

**Meeting ID:** 851 2689 0118

1. Call to Order
2. Roll Call
3. Public Comment
  - a. Read public comment instructions
  - b. List those wishing to make public comment. First and last name and community.
  - c. Open for public comment by calling on each person.
4. Approval of Agenda
5. Approval of Minutes from February 26, 2024 Title IA Meeting
6. Reports & Feedback
  - a. Program Overview
    - i. Notable changes
    - ii. School Improvement Schools & Plans - <https://www.swrsd.org/Page/1>
    - iii. Title IA Schoolwide Plans on website - <https://www.swrsd.org/Page/1>
  - b. Application & Budget - Notable changes
  - c. Annual Parent Notifications
  - d. Parent Consultation Packet
7. Action Items
  - e. Recommendations
8. Adjournment

*MISSION STATEMENT: The Southwest Region School District is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectation for academic success for every student, and that encourages students and parents' active participation.*

### SCHOOL BOARD GOALS:

- Cultural Programs
- Academic Growth for All
- Life-Ready Programs
- Strong, Dedicated Staff
- Community Involvement

## Resources

- Minutes from February 26, 2024 Title IA Meeting
- 24-25 Program Details
- 24-25 Budget
- 24-25 Annual Parent Notifications
- 24-25 Parent Consultation Packet
- 24-25 Schoolwide Plans (website - found on individual school sites - <https://www.swrsd.org/Page/1>)
- 24-25 School Success Plan (website - found on individual school sites - <https://www.swrsd.org/Page/1>)

## **SWRSD PAC - Public Comment Instructions**

Dear Parents, Guardians, Staff and Community Members,

First, thank you for attending this evening and please note that since this is a public meeting, just a reminder that we must adhere to Article VI, Item 8 of the SWRSD PAC Procedures and to Alaska State Statute (29.20.020) regarding public comment.

In providing your public comment, please ensure that you utilize the following as guidelines:

Provide first and last name

Testimony is limited to five minutes in length

Comments may not identify, reference or include complaints against any specific employee of the Southwest Region School District or member of the SWRSD PAC.

Lastly, please know that we appreciate you taking the time to voice your opinions, but that we must follow various protocols.

**Southwest Region School District**  
**Parent Advisory Committee Title IA Meeting Minutes**  
**February 26, 2024 immediately following the Annual Meeting**

**1. Call to Order**

The meeting was called to order by Mary Andrew, Chair at 10:46 am

**2. Roll Call**

Members Present:

Mary Andrew, Member, New Stuyahok  
Shellie Aloysius, Member, Aleknagik  
Betty Gardiner, Member, Clarks Point  
Germaine Eningowuk, Member, Togiak  
Christian Valdez, Member, Ekwok  
Nolan Foster, Member, Twin Hills

Excused Absent:

Teresa Ayojiak , Member, Manokotak

Guests in Attendance:

Gusty Ilutsik, Aleknagik Tribal Council Member  
Allen Ilutsik, Aleknagik Tribal Council Administrator  
Dianna Schollmeier, Migrant Education Coordinator  
Jon Clouse, Federal Programs Director

**3. Public Comment**

No public comment

**4. Approval of Minutes for Title IA Meeting on April 21, 2023**

Germaine Eningowuk moved to approve the minutes with a second by Shelly Aloysius. Motion carried.

**5. Approval of Agenda**

Germaine Eningowuk moved to approve the agenda with a second by Shelly Aloysius. Motion carried.

**6. Reports & Feedback**

District staff gave oral reports to support the resources presented at the meeting.

- Germaine Eningowuk commented that if a school is offering after school programs, it would be great to offer it to all grade levels.

**7. Action Items**

There were no recommendations so no action needed.

**8. Next Meeting Date**

To be determined through a survey of SWRSDPAC members

**9. Adjournment**

Germaine Eningowuk motioned to adjourn with a second by Shellie Aloysius. Adjourned at 11:02 am.

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Mary Andrew, SWRSDPAC President

Date

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Christian Valdez, SWRSDPAC Secretary

Date

# Title IA and School Improvement Overview



## **Title IA Program Overview**

**Purpose:** To increase the achievement of all students, particular those who are economically disadvantaged.

**Information:** Schools with at least 40% poverty are eligible to operate as schoolwide, which requires a schoolwide plan for improving achievement. A Title I Schoolwide school is allowed to consolidate funds from other sources to create a schoolwide program of increased achievement. These funds are used to employ various personnel including instructional aides and district specialists, purchase and implement supplemental curriculum, enhance lines of communication with parents and staff, provide professional development, and afford the opportunity for after school programs and parent involvement activities.

**Notable Changes:** Title IA funds were used to support the summer school programs at each school this past summer. This resulted in less carry-over funds for this year. The Title IA budget is absorbing all instructional aide wages and benefits. There have been an increase in teacher recruiting costs. A half-time curriculum specialist has been hired to support the implementation of new and current curriculum. Two academic interventionist positions were eliminated.

### **Title IA - School Activities**

The FY24 Title IA grants have been closed out and we are moving on to the new school year. Every school has a Title IA allocation that had been used to support after school programs or tutoring, as well as, parent engagement activities. Title IA site teams will present their Title IA budget at a public meeting to get feedback and start using those funds to support student learning. The Title IA budget must be aligned with the goals in the Title IA Schoolwide plan that each Title IA team developed last year. Everything supported by the Title IA grant at the school level is documented in the Title IA Schoolwide plan. All of our schools are eligible for schoolwide Title IA services, which means all students in the school are eligible for Title IA services regardless of socioeconomic status. Four of our schools have already developed a Title IA budget with their CSC or parent group.

### **Title IA - School Accountability (Index Scores)**

Districts are still waiting on the 2023-24 school accountability worksheets. The accountability system has three main components including long-term goals, the new accountability indicators, and annual meaningful differentiation of schools (an index score from zero to 100 based on the indicators). This data is used to identify any additional schools for improvement.

### **State Assessment Information**

There are a number of required statewide assessment that school districts and students take in order to measure what student know, what students can do, and to ensure accountability for schools and districts. Below is information on teach of those statewide assessments.

- For more detailed information, please go to the state website at: <https://education.alaska.gov/assessments>
- Results of the various state assessments for our schools can be found at: <https://education.alaska.gov/assessments/results>

## **Title IA School Improvement Overview**

**Purpose:** The School Improvement grant is designed for districts schools that have been identified as needing comprehensive support and interventions (CSI) or targeted support and interventions (ATSI). CSI schools are identified either by a graduation rate of less than 66.7% or are 5% of the lowest performing schools in the state based on the annual accountability measures. TSI schools are identified based on the growth of consistently underperforming subgroups based on the annual accountability measures. The goals of the grant are to provide additional support in the areas of greatest need as determined by a needs assessment. Based on 2018-19 data, Togiak School has been identified as a CSI based on graduation rate only, while Twin Hills and William Sonny Nelson schools have been identified as CSI schools under the 5% lowest performing Title I schools. Based on the 2021-22 data, Manokotak Nunaniq School has been identified as ATSI for the Alaska Native subgroup.

### **Process:**

Once a school is identified, a School Success Team is identified for the purpose of completing a comprehensive needs assessment, developing an action plan, implementing and checking the progress of that plan, and sending information about progress to the community. This is a three year process so the plan is a three year plan. This team meets routinely throughout the year and is made up of staff, parents, and students.

- Togiak, Twin Hills, and William Sonny Nelson Schools are entering their second year of implementation of a school success plan that is unique to each of their identified needs.
- Manokotak Nunaniq School is in its first year of ATSI and will complete a needs assessment and develop a plan of implementation.



# Title IA Application Details



Program Details	
Southwest Region School District (45) Public School District - FY 2025 - ESEA Consolidated - Rev 0 - Title I-A	
<b>Purpose of Title I-A</b> The purpose of Title I-A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. [Section 1001]	
<b>A. Title I-A Targeted Assistance Programs - (as applicable)</b> <b>A.1.</b> For all schools served with a targeted assistance program (marked "TA" on the Building Eligibility page), describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services. The academic criteria used to select students to receive Title I-A services should include multiple sources such as student performance on local assessments and the annual state summative assessment in English Language Arts and Math for students in grades 3-HS. [Section 1112(b)(9)] <div>Southwest Region School does not have any targeted assistance schools.</div> <b>A.2.</b> Provide a general description of the targeted services to students in all schools marked as targeted assistance. Include information on the type and time of service provided, such as in-class support, pull-out interventions, before or after school programs, summer programs, and professional development for educators. Include the number and type of staff funded by Title I-A at each school, as applicable. [Section 1112(b)(5)] <div>Southwest Region School does not have any targeted assistance schools.</div> <b>A.3.</b> Describe the process for annually reviewing and evaluating the effectiveness of the services provided by Title I-A in targeted assistance programs and revising those services based on the evaluation. [Section 1115(b)(3)] <div>Southwest Region School does not have any targeted assistance schools.</div>	
<b>B. Title I-A Schoolwide Programs - (as applicable)</b> <b>B.1.</b> Provide a general description of how the schoolwide programs will ensure that all low-achieving students in all subgroups, including economically disadvantaged students, racial/ethnic subgroups, English learners, students with disabilities, migratory children, and homeless students are receiving assistance to increase their level of achievement. [Section 1114(b)(7)(A)] <div>All of our schools have current schoolwide plans in place and on file in both the individual school sites and the district office (on the district website). All of these plans include procedures that are in place at the individual school level describing how low-achieving students, in all subgroups, will receive assistance to improve performance levels. The process for annually reviewing and updating the schoolwide plans is an ongoing process throughout the year at each school and is monitored at the district level. The review and revision is completed by the school leadership team and feedback is provided by the district leadership team. The district is using the template provided by DEED.</div>	

<p>CSI 5% Schools are using the DEED Successful School Improvement process along with the Title IA Schoolwide supplemental document. These schools include Togiak School, Twin Hills School, and William Sonny Nelson School.</p> <p>The activities described in the schoolwide plans vary from school to school but the following list comprises many of the general activities used to help low-achieving students increase their level of achievement. After school programs that target students will specific academic needs; one-on-one and small group interventions; progress monitoring of interventions; development of SMART goals for students or groups of students based on student performance data. There is a focus on aligning practices with the District MTSS plan for reading which includes individualized reading plans for K-5 students as needed, multiple screenings, progress monitoring, and increased parent communication. PBIS and SEL instructional practices are also a focus.</p> <p>The district has selected the "district determined PPA amount" addressed in the instructions for completing the consolidated application. The PPA amounts do not correspond with the poverty levels because of the large range in school student population sizes between our schools. In order to provide equitable services, the PPA amounts are bigger for our smaller schools than our larger schools regardless of poverty levels.</p>	<p><b>B.2.</b> Provide a general description of the use of Title I-A funds at each schoolwide school. [Section 1112(b)(5)]</p> <p>Each school will have parent and family engagement planned throughout the year (several events each year).</p> <p>The after school tutoring programs vary between schools. Differences include students served, number of days/hours of tutoring, transportation costs, and extra-duty costs. There are schools that have similar programs which are described in general below:</p> <p><b>Aleknagik School</b> is a K-12 school that serve about 22 students. The after school program enrichment club operates once a week for 1 hour per session per grade span (K-12). There is a 1.1 FTE paraprofessional to support instruction in academics and Yup'ik Studies curriculum. Staff participate in the ASDN sponsored MTSS conference to support the MTSS intervention process. CHAMPS is the positive behavior support program being implemented in the school. Professional development in MTSS will also be a focus for staff. The ALICE principles of school safety will be implemented. Supplies include basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulative, CTE consumables, etc. Summer school will be offered during the week of July 1 - 6, 2024.</p> <p><b>Clarks Point School</b> is a K-12 school that serves about 11 students. Staff participate in the ASDN sponsored MTSS conference to support the ELA instruction. There is a 1.0 FTE paraprofessional to support instruction. The ALICE principles of school safety will be implemented. Supplies include basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, supplies for a well-rounded education (physical education, science, and social studies). Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenotype building supplies, decoding supplies, etc. The school is partnering with the Sagayuk Tribal Council to send students to the AFN Convention in Anchorage in October, 2024. The school will be pay for two chaperones for this trip to ensure students receive a well-rounded education.</p> <p><b>Twin Hills School</b> is a K-12 schools that serves about 22 students. Students in 6th through 8th grade have the opportunity to participate in the after school programs to get help with homework and assignments. The staff and community will be working on developing a library within the school so support literacy. Professional development on the school improvement process will be a focus. There are 1.62 FTE in paraprofessionals to support instruction in academics and Yup'ik Studies curriculum. The ALICE principles of school safety will be implemented. Supplies include basic intervention supplies based on student need; STEM</p>
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kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, CTE consumables, etc. Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc. Summer school will be offered during the week of July 8-13, 2024.

**William Sonny Nelson School** is a K-12 schools that serves about 14 students. There are 0.833 FTE in paraprofessionals to support instruction. The ALICE principles of school safety will be implemented. Summer school will be occurring for all K-5 students in July, 2024. Supplies include basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, CTE consumables, etc. Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc. Summer school will be offered during the week of July 8-13, 2024.

**Koliganek School** is a K-12 school that serves about 55 students. The after/before school program operates two days a week for 1 hour per session. The target group is students in 1st through 12th grade to get extra help on homework and assignments, as well as, extra practice on specific skills based on the needs of students including reading skills through an online supplemental resource. There are opportunities for students to participate in enrichment activities to increase student engagement and offer a well-rounded education. There is 3.0 FTE in paraprofessionals to support instruction in academics and Yup'ik Studies curriculum. The ALICE principles of school safety will be implemented. Supplies include basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, CTE consumables, etc. Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc.

**Chief Ivan Blunka School** is a K-12 school that serves about 130 students. The after school program is differentiated per grade span. The program is available to all students but focuses on students in grades 1st through 5th that need intervention based on the MAP assessment (4 times per week). There is a homework assistance program for 6-12 grade students as well (twice a week). There are opportunities for students to participate in enrichment activities including a fab lab to increase student engagement and offer a well-rounded education. There are 3.3 FTE in paraprofessionals to support instruction in academics and Yup'ik Studies curriculum. The ALICE principles of school safety will be implemented. Supplies include basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, CTE consumables, etc; supplies for after school rogram clubs (Fab Lab) - Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc.

**Manokotak Nunaniq School** is a K-12 school that serves about 134 students. The after school program operates four times a week between 1 and 1.5 hours per session. The program is available to all students as a time for homework assistance but the focus is on students in the elementary grades that would benefit from extra skill practice based on MTSS team meetings. Tutors meet with classroom teachers to develop mini-plans for specific students that need extra practice. Dual credit opportunities for students will be provided. Staff participate in the ASDN sponsored MTSS conference to support the MTSS intervention process. There is 1.6 FTE in paraprofessionals to support instruction. The ALICE principles of school safety will be implemented. Supplies - basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, CTE consumables, etc; After School Program Enrichment supplies to support the Fab Lab club. Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc.

**Togiak School** is a K-12 school that serves about 191 students. The after school program operates three times a week between for 1 hours per session (K-5, 6-8, 9-12 grade spans). The program is available to all students as a time for homework assistance. There are different tutors to meet the needs of the students in varying grade levels. CHAMPS is the positive behavior support program being implemented in the school. Dual credit opportunities will be available to

<p>students. There are opportunities for students to participate in enrichment activities including a fab lab, weight lifting club, music club, and other clubs to increase student engagement and offer a well-rounded education. There are 2.0 FTE in paraprofessionals to support instruction in academics and Yup'ik Studies curriculum. The ALICE principles of school safety will be implemented. Dual credit opportunities will be available to students. Supplies - basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, CTE consumables, etc. Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc.</p>	<p><b>B.3.</b> For all schools served with an existing schoolwide plan (marked SW-Exist on the school Building Eligibility page), describe the process for annually reviewing and evaluating the effectiveness of the schoolwide plans and revising the needs assessment and schoolwide plans as necessary based on the results of the evaluation. [Section 1114(b)(3)]</p>	<p>Schoolwide planning is a continuous process throughout the year and involves a school leadership team for each school that includes various stakeholders. Each team begins a needs assessment in January, which includes various data including student achievement data, community feedback, staff input, and student feedback. The school leadership teams then meet multiple times during the spring to revise the schoolwide plan based on the results of the needs assessment.</p> <p>Title I Schoolwide plans an regular item on the local Community School Committee meetings which provides and opportunity for parent/community feedback. The district leadership reviews each site plan several times during the year and provide feedback as necessary. Part of the continuous process is to monitor the effectiveness of the plans outlined within the schoolwide plans by the district leadership team.</p>	<p><b>B.4.</b> For all schools served with a new schoolwide plan (marked SW-New on the school Building Eligibility page), describe the process used to complete the needs assessment for the school and to create the schoolwide plan based on the needs assessment. [Section 1114(b)]</p>	<p>None of our schools have a new schoolwide plan.</p>	<p><b>C. Other Uses of Funds - (as applicable)</b></p>	<p>Describe any other information on how the district proposes to use funds to meet the purposes of this part, and that the district determines appropriate to provide.</p>	<p><b>C.1.</b> Describe how the district proposes to use funds to assist schools in identifying and serving gifted and talented students. [Section 1112(b)(13)(A)]</p> <p>Southwest Region School district is not using funds for this purpose</p>	<p><b>C.2.</b> Describe how the district proposes to use funds to assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. [Section 1112(b)(13)(B)]</p> <p>Southwest Region School district is not using funds for this purpose</p>
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**C.3.** Describe any other information on how the district proposes to use funds to meet the purposes of this part. [Section 1112(b)(13)]

**Professional Development**

August 12-13, 2024

Professional development will occur for 9 school instructional leaders at the district office in Dillingham in the following areas: review the district MTSS models and how to effectively use the dedicated 30 minute block of time in the schedule for interventions at the K-5 grade level; review of new math and social studies curriculum; training in the development and implementation of PBIS structures; training on the evaluation process of staff; effective integration of technology to support instruction and interventions; blended instruction models; identification and support for homeless and foster care students; cultural integrations and supports; Costs include airfare, lodging, per diem, snacks and drinks, car rentals, fuel.

August 12-13, 2024

Onboarding/induction programs for approximately 20 new to the district teachers at the district office in Dillingham on the following topics: effective implementation of the ELA, math, science and social studies curriculum will a focus on intervention supports; a new teacher orientation into teaching in rural Alaska. This is a mentoring type of program that introduces new teachers to the local culture, identifies common cross-cultural barriers (communication differences, family structure differences, etc.), provides information about local traditions, beliefs, and customs, and provides an on-site mentor that helps them adjust to the community, get involved in community events, and integrate culture into instruction. Costs include airfare, lodging, per diem, snacks and drinks, car rentals, fuel.

August 14-15, 2024

Professional development will occur for approximately 70 instructional staff at the district office in Dillingham in the following areas:  
K-6 teachers and instructional aides - effective implementation of the new math and social studies curricula to meet the state standards; effective implementation of Tier I ELA curriculum and Tier II interventions based on district MTSS plan, in conjunction with, effective use of benchmark assessments to develop individualized learning plans and for progress monitoring; effective communication strategies with parents that are centered on educational progress; effective implementation of cultural standards into instruction; introduction to PBIS structures.

7-12 teachers: effective implementation of the new math and social studies curricula to meet the state standards; identifying when interventions are necessary based on curriculum assessments; effective implementation of grade specific and content specific interventions; effective communication strategies with parents that are centered on educational progress; effective implementation of cultural standards into instruction; introduction to PBIS structures; CTE specific training in NCCER Core and effective instructional practices; effective integration of technology into instruction. Additional professional development will be provided regarding effective teaching via distance delivery and/or blended instruction models.

Costs include airfare, lodging, per diem, snacks and drinks, car rentals, fuel and food for an all staff dinner. Dillingham restaurants do not have the capacity to support an influx of 70 people to the community seeking dinner all at the same time. It is cheaper and more efficient for the district to provide food for dinner.

October 2024 or January, 2025

9 school instructional leaders will participate in professional development improve leadership skills and implementation of school-wide strategies to improve instruction and learning. The training will be focused around topics on effective leadership through, collaboration, MTSS implementation, and other effective leadership skills. The MTSS conference and principal's conference has provided this training in the past and has a rural focus that has been valuable to instructional leaders. (9 principals x \$2,200 per trip x 1 trip (includes airfare, lodging, per diem).

**Other**

ASDN membership

**Parent Advisory Committee**

November 2024 and February 2025 - eight parents to Dillingham for the semi-annual PAC meeting and then the annual meeting in Anchorage in April, 2024

**Instruction**

K-12 Social Studies Curriculum

**Homeless**

Supplies for homeless students to effectively participate in the education process and to eliminate barriers to participation

**Support for Staff**

Supporting teachers to get endorsements, certifications, and meet the AK Paraprofessional Qualifications requirements.

**Recruiting**

Contract with law firm to process H-B-1 visa candidates due to the severe teacher shortage in the district, state, and nation.

**Foster Care Support**

Transportation costs for students in foster care.

**Educational Specialist**

0.5 FTE for an Educational Specialist to support implementation of curriculum with an emphasis on the district MTSS plan.

**Parent Engagement**

Providing support to our school leadership teams for meaningful parent engagement



# Title IA Budget



Budget Overview					
Southwest Region School District (45) Public School District - FY 2025 - ESEA Consolidated - Rev 0 - Title I-A					
Filter by Location:		All - \$1,005,429.46 ▼			
Account Code	Purpose Code	BG - Basic Grant	PE - Parent Engagement	H - Homeless	Total
310 - Certificated Salaries		82,234.00	0.00	0.00	82,234.00
320 - Non-Certificated Salaries		344,352.00	0.00	0.00	344,352.00
360 - Employee Benefits		103,291.80	0.00	0.00	103,291.80
410 - Professional & Technical		83,975.00	0.00	0.00	83,975.00
420 - Staff Travel		106,852.81	0.00	0.00	106,852.81
425 - Student Travel		900.00	0.00	0.00	900.00
440 - Other Purchased Services		78,600.00	0.00	0.00	78,600.00
450 - Supplies/Materials/Media		122,358.13	10,036.00	3,566.97	135,961.10
490 - Other Expenses (Dues and Fees)		3,500.00	0.00	0.00	3,500.00
495 - Indirect		58,897.62	638.28	226.85	59,762.75
480 - Tuition & Stipends (Students)		6,000.00	0.00	0.00	6,000.00
Total		990,961.36	10,674.28	3,793.82	1,005,429.46
				Adjusted Allocation	1,005,429.46
				Remaining	0.00



# Annual Parent Notifications





## 2024-2025 Annual Notifications

It is time for the annual notifications to all of the parents and guardians of the incredible students in Southwest Region School District. The District is looking forward to building stronger relationships with each of you through increased communication and through seeking feedback from you so educational programs can continue to be improved.

Included in this newsletter are the annual notifications to parents. There are a number of topics for which it is important to receive information about so that you are aware of the systems and process in place to support your child(ren).

There is quite a bit of information for parents on the district website. This information is available online at [www.swrsd.org](http://www.swrsd.org). Simply click on the Parent Information tab to access this information. Each school also has a Title I Schoolwide plan that includes a needs assessment, goals for the school year, and plans to address those goals. These plans can also be found online at the district website under the Parent Information tab.

You are encouraged to participate in the development of the school wide plan and to provide feedback about district and school programs. You can contact your local principal or Jon Clouse (contact information at the end of the letter).

The annual school specific accountability letter that outlines the index scores for each school along with the school level achievement and growth data will be delayed due to changes in the state assessment. Expect to get the accountability letter in December or January.



## Parents Right to Know: Teacher & Paraprofessional Qualifications



You have the right to request information regarding the professional qualifications of your child's teacher(s). If you request this information, the district or school will provide you with the information state licensing including grade levels, subject areas, type of license obtained and the specific content areas for which a teacher is licensed. You also have the right to request qualification information on paraprofessionals that are providing services to your child. Please contact the school if you would like to request this information.

## Schoolwide Title I Program Eligibility



All of our schools qualify to receive federal funds under the Elementary & Secondary Education Act, specifically Title I, Part A of the act. Schoolwide Title I programs allow the use of funds under Title I, together with other federal and state funds, in order to improve educational programs in the school. Please contact your local school or the district if you have any question or would like additional information or if you'd like to be involved in the schoolwide planning process.

## Protection of Pupil Rights Amendment (PPRA)



Students have rights regarding district surveys, collection and use of student information for marketing purposes, and certain physical examinations, including:

1. Consent before students are required to complete a survey that concerns one or more of the protected areas: political affiliations, mental or psychological problems, sex behavior or attitudes, critical appraisals of others of close family relationships, legally recognized privileged relationships, religious practices or affiliations, income other than is required by law to determine program eligibility, and illegal, anti-social, self-incriminating or demeaning behavior.
2. Receive notice and an opportunity to opt a student out of any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening as a condition of attendance administered by the school or its agent not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Inspect, upon request and before administration or use, protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and instructional material used as part of the educational curriculum.

When a student reaches the age of 18 or is an emancipated minor under State law, the parents' rights transfer to the student.



## Disclosure of Student Records

Upon request, the district discloses education records without consent to officials of another school district or institution of post-secondary education where the student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.



By September 15 of each year, the district will provide to the University of Alaska a list of names and addresses of students in the graduating class who meet scholarship eligibility requirements for each scholarship program. Release of a student's name to the University of Alaska will not be made if the parent or eligible student objects. An objection should be made in writing to the school principal.

By July 15 of each year, the district will transmit to the Alaska Department of Education and Early Development an electronic version of each graduating student's permanent record that describes the student's eligibility for the Alaska Performance Scholarship Program.

By January 15 and July 15 of each year, the district will provide to the Alaska Military Youth Academy, a report containing the name, address, and dates of attendance of prior students ages 15 through 18 who appear no longer enrolled in any educational institution and who have not received a diploma or GED. Release of a student's information to the Alaska Military Youth Academy will not be made if the parent or eligible student objects. An objection should be made in writing to the school principal or through the parent portal in PowerSchool.

## Parents Right to Know: Student Achievement Reports & Participation in Assessments

The school will provide parents with information about your child(ren)'s level of achievement on the most recent state academic assessment. You have the right to request information regarding their parental right to opt the child out of assessments, and information on each assessment required by the State. For more information contact the principal of your school.

## Parents Right to Know: Information on State & Local Assessments

There are a number of assessments that Southwest Region School District administers in an effort to improve programs and check progress of learning for students. The district website has a comprehensive list of the assessments that the district administers including information on the purpose, grade levels, subject matter, length of time expected and schedule for the assessments, and timeline for sharing with parents.

For more information about the required assessments visit the district website at - <https://www.swrsd.org/Page/272>

# Family Educational Rights and Privacy Act

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that SWRSD, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, SWRSD may disclose appropriately designated "directory information" without written consent, unless you have advised the **SWRSD** to the contrary in accordance with SWRSD procedures. The primary purpose of directory information is to allow the SWRSD to include information from your child's education records in certain school publications. Examples include:

- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks or providing educational subscriptions.

If you do not want SWRSD to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the SWRSD in writing by November 15th, 2019. SWRSD has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems
- A student ID number or other unique personal identifier that is displayed on a student ID badge.



# FERPA Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure

to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions that it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW



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## Have a Great Year!

We look forward to your involvement in school activities and your child's education. We also look forward to your attendance at school meetings to provide input. You are an important partner in our effort to provide the best education possible for your child. Thank you for your interest and involvement in your child's education.

Jon Clouse  
Federal & State Programs Support Director  
Southwest Region School District  
[jclouse@swrsd.org](mailto:jclouse@swrsd.org)  
907-842-5287



# Parent Consultation Packet





# Southwest Region School District



October, 2024

## Parent Consultation & Feedback

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Communication is a key component to having more collaborative opportunities between SWRSD and parents. SWRSD recognizes the importance of making evaluations of programs, applications, program descriptions, and plans for improvement readily available.

SWRSD will make the following documents available to the public on the district website at: [www.swrsd.org](http://www.swrsd.org)  
Simply click on the Parent Information tab.

- Indian Policies & Procedures
- Impact Aid application summary\*
- Alaska Native Equal Participation Data\*
- District curriculum guide
- School & district report cards
- Title IA Schoolwide Plans
- Parent & Family Engagement Plans
- School & district state testing results
- Federal & state grant synopsis
- Indian Education annual performance report
- Migrant program evaluation

\*The Impact Aid application summary and the Alaska Native Equal Participation Data is included in this packet.

There are a number of opportunities for parents to provide comments or ask questions including but not limited to the following:

- Public comment section of SWRSD School Board meetings (907 842 5287)
- Public comment section at local CSC meetings

- Complete questionnaire's or feedback forms
- Participate in the Parent Advisory Committee
- Contact your local principal
- Provide comment by email at [feedback@swrsd.org](mailto:feedback@swrsd.org)

In addition, information regarding equal participation in educational programs for Alaska Native/American Indian students compared to other students and educational programs will be presented at a School Board meeting in November and/or December, 2023.

You are invited to attend the SWRSD Parent Advisory Committee Meeting via zoom on October 28, 2024 starting at 11:00 am. There is a section for public comment for each of the four meetings that day. That's correct, the SWRSD PAC will have four back-to-back meetings.

### **Connection info for SWRSD PAC Meeting:**

**Zoom Link:** <https://us06web.zoom.us/j/85126890118>

**Dial In:** 1 719 359 4580

**Meeting ID:** 863 9466 2288









## **Southwest Region School District**

### **2023-24 Impact Aid Application Summary**

October 4, 2024

Dear Parent(s)/Guardian(s),

Impact Aid provides financial assistance to school districts affected by federal activities. Because federal property is exempt from local property taxes, Impact Aid helps to replace the lost revenue that would otherwise be available to pay for educating children who live on Indian lands and/or whose parents work on federal property.

Southwest Region School District receives funding for each child that lives on Indian lands. Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aid to the recipient school districts. Impact Aid funds are in the unrestricted class, meaning that the funds may be used for any number of activities but in accordance with their local and State requirements. The State of Alaska applies 90% of the Impact Aid revenue towards our basic state foundation funding. This means that the majority of Impact Aid is not additional funding but in fact replaces the foundation funds that the state would have paid based on student count.

Southwest Region School District uses Impact Aid for a wide variety of expenses, including the salaries of teachers and instructional aides; fringe benefits for teachers and instructional aides; development of curriculum and purchasing curriculum resources; providing technology in the schools; instructional supplies, and equipment.

This funding varies from year to year but is usually somewhere between \$4.9 million and \$5.2 million. This funding goes into the general operating budget. Below is a summary of the Impact Aid Application for 2023-24 based on the following criteria. Children who:

1. Reside on federal property with a parent employed on eligible federal property located at least partly within the school district; or
  2. Reside on eligible federal property and have a parent on active duty in the uniformed services of the United States; or
  3. Reside on eligible federal property and have a parent who is both an accredited foreign government official and a foreign military officer; or
  4. Reside on eligible Indian lands (no parental employment required).
- 331 students live on ANCSA land
  - 178 students live on specific individual restricted parcels
  - 0 students live on other eligible federal property that are neither ANCSA or restricted.

Southwest Region School District 2023-24 Equal Access Analysis		
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Program	Alaska Native/Indian	Non-Alaskan Native/Indian
9th & 10th Grade Algebra Participation	96.1%	*
9th & 10th Grade Algebra Passed	67.5%	*
9th & 10th Grade Life Science Participation	94.8%	*
9th & 10th Grade Life Science Passed	37.7%	*
9th-12th Grade CTE Courses Participated	78.3%	80% or higher
9th-12th Grade Yup'ik Courses Participated	99.3%	40% of higher
BBRCTE	32.2%	50.0%
K-8th Grade 90% Attendance Rate or Higher	41.1%	40% or less
Middle School & High School After-School Activity Participation	27.8%	40% or higher
*The data has been suppressed to protect the identity of students		